

**Three Rivers Community College
ECE K241 Methods and Techniques for Infants and Toddlers**

Fall 2015



Heather Bassett

hbassett@trcc.commnet.edu

Phone Number: 860-334-1693

Office Hours: By appointment

Course Description:

Prerequisite: ENG* K101 eligibility or permission of the Program Coordinator based on ECE work experience.

Recommended Prerequisite(s): ECE K182 Child Development, ECE K141 Infant and Toddler Growth Development.

This course is designed for early childhood education teachers, child care providers and directors. The concept of curriculum for infants and toddlers. Several curricula models will be explored and studied to identify the role of playful interaction on infants and toddlers. Topics explored will include the inside and outside environment and how routines and organization of this environment support a child's learning, the impact of interactions on brain development. Learning games, language activities, music, movement, and dramatic play are some of the areas that will be studied as part of program planning and implementation. Developmentally appropriate practices will be reviewed and integrated into designing learning experiences.

Required Texts:

- Gonzalez –Mena, Janet and Eyer W. Dianne . (2015). *Infants, Toddlers, and Caregivers; A Curriculum of Respectful, Responsive, Relationship-Based Care and Education (Tenth Edition)*
ISBN : 978-0-07-811034-4
- CT Guidelines for the Development of Infant and Toddler Early Learning: A handbook For Caregivers of Young Children
- Articles: Articles will be located in your folder at the beginning of each class. The article should be read during the first 15 minutes of class depending on the length. Articles may be taken home after being used in class.

Course Outcomes:

- ✓ Students will apply knowledge and understanding of children birth through age three, to create healthy, respectful, supportive and challenging learning environments. (NAEYC Standard 1).
- ✓ Students will use observation and assessment skills to understand infants and toddlers, to increase understanding of what are developmentally appropriate practices. (NAEYC Standard 3)
- ✓ Students will demonstrate understanding of developing brain research and how it applies to working with infants and toddlers (NAEYC Standard 4)
- ✓ Student will understand the importance of an environment that is responsive to Infant and Toddlers needs and build an individualized curriculum that is meaningful and intentional to each child and their family. (NAEYC Standard 5)
- ✓ Student will learn how to engage, interact and utilize the families of all children, showing they understand the role families and community have on the developing child. (NAEYC Standard 2)

Policies:

Active participation in class discussions and activities is required. Candidates are expected to complete assigned readings prior to class and come to class prepared to discuss them. Candidates must utilize the Blackboard Learning System, to review course materials, and view articles and other materials for the course.

Class attendance is required. The greatest amount of learning occurs during class time, where group activities and interactive assignments allow for learning not covered by the readings and required assignments. If you attend all classes and do not arrive late or depart early two bonus points will be added to your final grade. Refer to the participation rubric as a guide.

Missed Classes: The candidate is responsible for all materials covered in class. If a candidate misses a class, it is the candidate's responsibility to get the notes from another candidate and/or notify the professor. Learn to rely on your syllabus and / or another candidate. You may want to share your contact information with other candidates to help facilitate this process. If you have problems with the course or material, please see me or email me to arrange for an appointment. Candidates who are not able to complete the course need to speak to me immediately. The professor will work with you to successfully complete the course.

Late Assignments: The expectation is all assignments will be completed and turned in on time. Two points will be deducted each day an assignment is late. Assignments will not be accepted beyond a one-week extension. There may be an opportunity to redo and resubmit an assignment. These opportunities will be decided on a one-on-one basis. Late assignments cannot be rewritten or resubmitted.

Partners: Candidates are able to work in partners on any major assignment excluding the observations. Candidates will score the same on the assignment as it is presented by both partners.

Self -Assessment: All assignments turned in will have a rubric attached in which you have self-assessed your own work. Candidates will be handed a copy of the rubric to fill out the day an assignment is due. The rubrics are found towards the end of the syllabus.

Spelling/Grammar/Plagiarism: Spelling and grammar will be included as part of the grade for all written work. Please see the assignment rubric to see how this is scored. Thus, proper spelling and careful proofreading are important. A candidate's written work is expected to be original and done independently unless otherwise indicated. Citations and references must be used to **acknowledge the source and avoid plagiarism**. Violations of academic integrity will be referred to the dealt with in accordance with the college policy.

Electronic Devices: Lap top computers, ipads and tape recorders may be used during class time, with prior permission. Cell phones, pagers, ipods, and other similar devices should be turned off during class. Texting and/or using your cell phones during class is not unless permission is granted from the professor.

Fieldwork: As part of the course, candidates will be required to spend time in a classroom and/or a child development center for observation work.

Accommodations: Candidates with disabilities who may need academic accommodations should discuss options with the instructor as early as possible. You will need to provide written documentation of your disability to the Candidate Services Counselors (Disabled Candidate Counselor). Appropriate accommodations will be provided to candidates who have completed this procedure.

School Closings: TRCC does not follow the local school closing schedule. The TRCC website offers the most updated information about school closings and / or early dismissals. It is recommended that all candidates sign up for the electronic notification system to receive instant alerts and messages. In the event that class is cancelled, separate from the college, the instructor may notify candidates using the Blackboard messaging system and / or the email contact available through TRCC. Please be sure the college has your updated contact information.

Digication: All students are required to maintain an online learning portfolio in Digication that uses the college template. To find Digication, go to the Three Rivers Home Page; click on Learning Resources to find e-Portfolio:Digication.

TRCC Policies: Please refer to the Institutional Policies available in the Office of the Dean of Candidate Development and Services as well as on line, which include regulations regarding candidate conduct and the disciplinary code.

This syllabus is subject to change. Any changes will be announced.

| Class | Date | Topics Covered | Assignment Due | NAEYC |
|-------|-----------|---|--|---|
| 1 | 9/1/2015 | <ul style="list-style-type: none"> -Review Syllabus -Attachment -Protective urges -Research in Early childhood Education -Meet with anyone interested in ECTC full credit <p>Articles:</p> <ul style="list-style-type: none"> -Brain Research and Early Childhood Development -Code of Ethical Conduct and Statement of Commitment | | NAEYC 1,6 |
| 2 | 9/8/2015 | <p>Principles, Practice, and Curriculum</p> <ul style="list-style-type: none"> -Respectful, responsive, reciprocal interactions -Brain Research -Infant learning -Emotional Intelligence <p>Articles:</p> <ul style="list-style-type: none"> -Are you a Highly Qualified, Emotionally Intelligent Early Childhood Educator? | Chapter 1 Focus Questions | <p>NAEYC 1,5</p> <p>CTELDS Social and Emotional</p> |
| 3 | 9/15/2015 | <p>Infant-Toddler Education</p> <ul style="list-style-type: none"> -Assessment -Record keeping -Infant /toddler problem solving -Effective teaching -Assessment <p>Articles:</p> <ul style="list-style-type: none"> -Twelve Characteristics of Effective Early Childhood Teachers -How Ongoing Assessment Supports Children's Learning | Chapter 2 Focus Questions | NAEYC 3 |
| 4 | 9/22/2015 | <p>Caregiving as Curriculum</p> <ul style="list-style-type: none"> -Attachment -Sleeping -Routines -Cultural Differences <p>Articles:</p> <ul style="list-style-type: none"> - Helping Jared to separate -Helping Your Child Sleep Soundly | Chapter 3 Focus Questions | NAEYC 1,5 |
| 5 | 9/29/2015 | <p>Play and Exploration as Curriculum</p> <ul style="list-style-type: none"> -Indoor and outdoor environments -Supporting exploration -Observing play -Research and play <p>Articles:</p> <ul style="list-style-type: none"> -Helping Babies Play -Deciding When to Play with Infants | <p>-Chapter 4 Focus Questions</p> <p>-Bring in a material to play with</p> | <p>NAEYC 1,5</p> <p>CTELDS Creative Arts</p> |
| 6 | 10/6/2015 | <p>Attachment</p> <ul style="list-style-type: none"> -Early research and issues | Chapter 5 Focus Questions | NAEYC 1,4 |

| | | | | |
|----|------------|--|--|--|
| | | <ul style="list-style-type: none"> -Brain growth -Early Intervention -Milestones of Attachment <p>Articles: Caring for Children with Special Needs</p> <ul style="list-style-type: none"> -Easing the Separation process for Infants, Toddlers and Families | -Observation 1 Due | |
| 7 | 10/13/2015 | <p>Perception</p> <ul style="list-style-type: none"> -Sensory Integration -Multisensory experiences -Outdoor Environment -Sensory impairments <p>Article: -The World Of Senses</p> | Chapter 6 Focus Questions | NAEYC 1,5 |
| 8 | 10/20/2015 | <p>Motor skills</p> <ul style="list-style-type: none"> -Developing brain influencing the growth of motor skills -Gross and fine motor -Reflexes -Map tracing -Children with special needs <p>Articles: -Movement and Learning: A valuable Connection -Kids, Start your Engines -Facing the Challenge of Motor Development</p> | <p>Chapter 7 Focus Questions</p> <p>- Perception/Sensory Assignment Due</p> | <p>NAEYC 1,3,5</p> <p>CTELDS Physical Development and Health</p> |
| 9 | 10/27/2015 | <p>Cognition</p> <ul style="list-style-type: none"> -Piaget and Vygotsky -Brain-based learning -Inclusion -Dramatic Play -Sensorimotor <p>Article: -Reggio Emilia: The Image of the Child and the Child's Environment as a Fundamental Principle</p> | Chapter 8 Focus Questions | <p>NAEYC 1,5</p> <p>CTELDS Creative Arts</p> |
| 10 | 11/3/2015 | <p>Language</p> <ul style="list-style-type: none"> -Receptive versus expressive language -Brain and language -Bilingual Education -Brigance -Early Literacy -Children with special needs <p>Articles: -Early Conversations -The Reassuring Truth about late Bloomers -Brigance -Why Stories Matter</p> | <p>Chapter 9 Focus Questions</p> <p>-Motor Movement Assignment Due</p> | <p>NAEYC 1,4,5</p> <p>CTELDS Language and Literacy</p> |
| 11 | 11/10/2015 | Emotions | Chapter 10 Focus | NAEYC 1 |

| | | | | |
|----|------------|---|--|------------------------------------|
| | | <ul style="list-style-type: none"> -Temperament -Resiliency -Mental health -Emotional development -Research based strategies -The emotional brain <p>Articles:</p> <ul style="list-style-type: none"> -Tips for Tots – Help Young Children Regulate their Emotions -Four Things you need to know about Raising Baby | Questions | |
| 12 | 11/17/2015 | <p>Social Skills</p> <ul style="list-style-type: none"> -Early social behaviors -Erikson’s stages of psychosocial development -Guidance -Cultural Differences <p>Articles:</p> <ul style="list-style-type: none"> -Early Experiences Shape Social Development -Diversity and Infant/Toddler Caregiving | Chapter 11 Focus Questions | NAEYC 1,5 CTELDS Social Studies |
| 13 | 11/24/2015 | <p>The Physical Environment</p> <ul style="list-style-type: none"> -Safe and Healthy Environment -Nutrition -Healthy environments -Play environments -Routines <p>-Article: The Thinking Brain</p> | Chapter 12 Focus Questions -Observation 2 Due | NAEYC 1,6 |
| 14 | 12/1/2015 | <p>The Social Environment</p> <ul style="list-style-type: none"> -Cultural differences -Self-Image -Gender Identity -Modeling <p>Articles:</p> <ul style="list-style-type: none"> -Sense of Self -Why Toddlers Don’t do What they are Told -Time-Outs for Toddlers | Chapter 13 Focus Questions -Bring in something in that describes your cultural identity -Bring in any old magazines you may have | NAEYC 4,5,6 |
| 15 | 12/8/2015 | <p>Adult Relations in Infant-Toddler Care and Education Programs</p> <ul style="list-style-type: none"> -Family and caregiver relations -partnerships -Nonverbal communication -Conferences <p>Article:</p> <ul style="list-style-type: none"> -Cultivating Good Relationships with Families can make Hard Times Easier | Chapter 14 Focus Questions | NAEYC 4,6 |
| 16 | 12/15/2015 | Catch up/make up class | | |

Points given for requirements are as follows:

Your grade in this course will **never** be a mystery. Please use this as a tool to keep a record of your progress.

| Assignment | Points | Due Date | Grade Received |
|---------------------------------------|--------|---|----------------|
| Reading and focus Question Assignment | 42 | Weekly | /42 |
| Observation 1 | 10 | 10/6/2015 | /10 |
| Observation 2 | 10 | 11/24/2015 | /10 |
| Perception/Sensory Assignment | 10 | 10/20/2015 | /10 |
| Motor Movement Assignment | 10 | 11/03/2015 | /10 |
| Attendance/Participation | 18 | Will be assessed at the close of the semester | /18 |
| Total | 100 | | /100 |

Grading System:

The following numerical grade system will be used:

| Grade | Equivalent | Quality Points |
|-------|------------|----------------|
| A | 94-100 | 4.0 |
| A- | 90-93 | 3.7 |
| B+ | 87-89 | 3.3 |
| B | 83-86 | 3.0 |
| B- | 80-82 | 2.7 |
| C+ | 77-79 | 2.3 |
| C | 73-76 | 2.0 |
| C- | 70-72 | 1.7 |
| D+ | 67-69 | 1.3 |
| D | 63-66 | 1.0 |
| F | <65 | 0.0 |

Three Rivers Community College
ECE K241 Methods and Techniques for Infants and Toddlers
Resource List
Heather Bassett M.S.

- CT Guidelines for the Development of Infant and Toddler Early Learning: A handbook For Caregivers of Young Children
- Appendix B. Code of Ethical Conduct and Statement of Commitment. A position statement of the National Association for the Education of Young Children (NAEYC) Revised April 2005
- Balaban, Nancy (2006). Easing the Separation Process for Infants, Toddlers, and Families. *Beyond the Journal*; November 2006; Young Children.
- Bromwich, Rose and Kleinman, Harriet. *Caring for Children with Special Needs*, Chapter 5.
- Caldwell, Bettye. *Early Experiences Shape Social Development*. Child Development.
- Cokler, Laura. *Twelve Characteristics of Effective Early Childhood Teachers*. *Beyond the Journal* ;Young Children on the Web ; March 2008.
- Gallagher, Kathleen Cranley. *Brain Research and Early Childhood Development: A Primer for Developmentally Appropriate Practice*. YC Young Children; Jul 2005; 60, 4; ProQuest Education Journal.
- Gillespie, Linda Groves. *Cultivating Good Relationships with Families Can make Hard Times Easier*. *Beyond the Journal* ;Young Children on the Web ; September 2006.
- Gonzalez –Mena, Janet and Eyer W. Dianne . (2015). *Infants, Toddlers, and Caregivers; A Curriculum of Respectful, Responsive, Relationship-Based Care and Education (Tenth Edition)*
- Hayden, Thomas. *Sense of Self*. Your Child's First Steps; Newsweek Special Issue, New York Post.
- Kremenitzer, Janet and Miller, Regina. *Are You a Highly Qualified, Emotionally Intelligent Early Childhood Educator?* July 2008; Young Children.
- Lally, Ronald. *Brain Research, Infant Learning, and Child Care Curriculum*. Child Development.
- Levine, Hallie. *Helping Your Child Sleep Soundly*. Your Child's Health; Newsweek Special Issue, New York Post.
- Raymond, Joan. *Kids, Start Your Engines*. Your Child's First Steps; Newsweek Special Issue, New York Post.
- Raymond, Joan. *The World of Senses*. Your Child's First Steps; Newsweek Special Issue, New York Post.
- Sawyers, Janet and Rogers, Cosby. *Helping Babies Play*, Spotlight on Young Children and Families.
- Schiller, Pam. *The Thinking Brain*. Child Development.
- Stevens-Smith. *Movement and Learning; A Valuable Connection*. Article 45.
- Weikart, Phyllis. *Facing the Challenge of Motor Development*. Child Development.

2010 Standards for Initial Early Childhood Professional Preparation

STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING

Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

Key elements of Standard 1

1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. 1b: Knowing and understanding the multiple influences on early development and learning
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children

STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS

Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

Key elements of Standard 2

2a: Knowing about and understanding diverse family and community characteristics
2b: Supporting and engaging families and communities through respectful, reciprocal relationships
2c: Involving families and communities in young children's development and learning

STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES

Candidates prepared in early childhood degree programs understand that child observation, documentation, and other forms of assessment are central to the practice of all early childhood professionals. They know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to positively influence the development of every child.

Key elements of Standard 3

3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children
3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection. 3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.
3d: Knowing about assessment partnerships with families and with professional colleagues to build effective learning environments

STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

Key elements of Standard 4

4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children

July 2011

2011 ©National Association for the Education of Young Children, All Rights Reserved

4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology

4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches

4d: Reflecting on own practice to promote positive outcomes for each child

STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL CURRICULUM

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

Key elements of Standard 5

5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies.

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

STANDARD 6. BECOMING A PROFESSIONAL

Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies.

Key elements of Standard 6

6a: Identifying and involving oneself with the early childhood field

6b: Knowing about and upholding ethical standards and other early childhood professional guidelines

6c: Engaging in continuous, collaborative learning to inform practice; using technology effectively with young children, with peers, and as a professional resource.

6d: Integrating knowledgeable, reflective, and critical perspectives on early education

6e: Engaging in informed advocacy for young children and the early childhood profession

STANDARD 7. EARLY CHILDHOOD FIELD EXPERIENCES

Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs).

Key elements of Standard 7

7a. Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8)

7b. Opportunities to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)

*Note: The **Initial** Standards are used in NAEYC Accreditation and Recognition of undergraduate and graduate programs providing initial early childhood studies. **Advanced** Standards include advanced key elements and are used in NAEYC Recognition of graduate programs preparing accomplished teachers, administrators, policy specialists, professional development specialists, teacher educators, and researchers. For associate degree programs seeking accreditation from the NAEYC Commission on Early Childhood Associate Degree Accreditation, Standard 7 is addressed in Accreditation Criterion 5. See full standards here <http://www.naeyc.org/ecada/standards>*

Reading and Focus Question Assignment

- ✓ Choose any 4 focus questions per chapter
- ✓ Clearly mark the number of the question that you choose to answer
- ✓ There is no minimum or limit to the amount of words you use to answer a question. Please be as succinct as possible.
- ✓ You may answer in bullet format, sentences, drawing, charts, graphs etc.

| 3 | | 2 | | 1 |
|---|--|--|--|---|
| 4 focus questions are chosen from the assigned chapter and are clearly marked with a corresponding number and/or question | | Less than 4 focus questions are chosen from the assigned chapter and/or are not clearly marked with a corresponding number and/or question | | No focus questions are chosen from the assigned chapter and are not be marked with corresponding number or question |
| All focus question answers are answered appropriately demonstrating understanding of the content of the chapter | | Only some focus question answers are answered appropriately demonstrating understanding of the content of the chapter | | No focus questions are answered appropriately demonstrating little understanding of the content of the chapter |
| Little/no spelling or grammatical errors present | | Some spelling or grammatical errors present | | Many spelling or grammatical errors present |

Chapter _____

Score: ____/3

-2 points/late

Observation Assignment – 10 Points

2 Observations- Your choice of what is observed (see choice list)

- ✓ Observe in an Early Childhood Setting (up to age 3)
- ✓ Specifically look for the observation assignment that you have selected to observe
- ✓ Fill out observation form by assigned date

| 5 | | 3 | | 1 |
|---|--|--|--|--|
| Observation took place in an early childhood setting for a minimum of 60 minutes | | Observation did not take place in an early childhood setting or was not for a minimum of 20 minutes | | Observation did not take place in an early childhood setting and was not for a minimum of 20 minutes |
| Observation form is completed by the teacher candidate with attention to details occurring within the observation setting | | Observation form is completed by the teacher candidate with little attention to details occurring within the observation setting | | Observation form is not completed by the teacher candidate |

Grade: ____/10

deduct 2 points for each day late

Final Score:____/10

Perception/Sensory Assignment

- ✓ Design a sensory experience for a child between birth to three years of age (1-5 months, 6 months – 1 year, 1-2 years, or 2-3 years)
- ✓ The sensory experience must include at least 2 of the 5 senses and be developmentally appropriate for the age group selected
- ✓ You must bring in the materials and or experience that you have created to class.
- ✓ Present your experience to the class and explain:
 - the age group that it was designed for
 - describe how this is a multisensory experience
 - when and how it be introduced the child(ren)
 - how it could be adapted for a child with special needs (and specifically what the need may be)

| 5 | | 3 | | 1 |
|---|--|---|--|---|
| Sensory Experience includes at least two senses and demonstrates a solid understanding of developmentally appropriate practice and shows creativity and/or thoughtfulness | | Sensory Experience includes only one sense and/or does not demonstrate a solid understanding of developmentally appropriate practice and/or shows lack of creativity and/or thoughtfulness | | Sensory experience does not include any senses and does not demonstrate developmentally appropriate practice |
| Presentation of sensory experience includes all parts: -the age group that it was designed for - description of the multisensory experience -when and how it be introduced the child(ren) -how it could be adapted for a child with special needs | | Presentation of sensory experience includes only some parts: -the age group that it was designed for - description of the multisensory experience -when and how it be introduced the child(ren) -how it could be adapted for a child with special needs | | Presentation of sensory experience does not include any parts: -the age group that it was designed for - description of the multisensory experience -when and how it be introduced the child(ren) -how it could be adapted for a child with special needs |

Score: _____ / 10

-2 points each day late

Motor Movement Assignment

- ✓ Design a motor movement experience for a child between birth to three years of age (1-5 months, 6 months – 1 year, 1-2 years, or 2-3 years)
- ✓ The motor movement experience can be large motor (locomotion) or small motor (manipulation)
- ✓ You must bring in the materials and or demonstrate the experience that you have created to class.
- ✓ Present your experience to the class and explain:
 - the age group that it was designed for
 - describe if this experience is small or large motor and why
 - when and how it be introduced the child(ren)
 - how it could be adapted for a child with special needs (and specifically what the need may be)

| 5 | | 3 | | 1 |
|--|--|---|--|--|
| Motor Experience includes either small or gross motor muscles and demonstrates developmentally appropriate practice and shows creativity and/or thoughtfulness | | Motor Experience does not clearly include either small or gross motor muscles and/or lacks demonstration of developmentally appropriate practice or lacks creativity and/or thoughtfulness | | Motor experience does not include gross or fine motor muscles |
| Presentation of sensory experience includes all parts: -the age group that it was designed for - description of the motor experience -when and how it be introduced the child(ren) -how it could be adapted for a child with special needs | | Presentation of sensory experience includes some parts: -the age group that it was designed for - description of the motor experience -when and how it be introduced the child(ren) -how it could be adapted for a child with special needs | | Presentation of sensory experience does not include any: -the age group that it was designed for - description of the motor experience -when and how it be introduced the child(ren) -how it could be adapted for a child with special needs |

Score: _____ / 10

-2 points each day late

Participation Rubric – 18 Points

The following rubric will be used to assess participation at the close of the semester:

- ✓ Participation is worth 18 points of your final grade. This includes coming to class timely and participating in group work and discussions. Attendance will be marked.

| 5 | | 3 | | 1 |
|--|--|--|--|---|
| Attended 15/16 of classes | | Attended 13/16 classes | | Attended less than 10/16 classes |
| Late arrivals or early departures were rare to none | | Several later arrivals or early departures were noted | | Late departures or early departures were frequent |
| Participated in class group work and discussions on a regular basis (remember you can't do this unless you are in class) | | Participated in class group work and discussions on a semi - regular basis | | Did not participate in class group work and discussions |

| 3 | 2 | 1 |
|--|---|---|
| Readings provided in class are read during the beginning of the class on a regular basis | Readings provided in class are read during the beginning of the class on a semi-regular basis | In class readings are not read during class |

Score: ____/18 points

+2 bonus points for perfect attendance ____

Final score ____

Observations

When you observe in a childcare setting choose one of the following focus groups:

Observe for a specified amount of time in an infant program setting and observe the incidences of synchronous interactions. Have them write a running-record observation of one such interaction.

- Observe for examples of *wants-something quality time* and *wants nothing-quality time*.
- Observe in an infant-toddler program or family child care home where a child with special needs or challenges is included. Think about the information in this chapter and write a short paper about how what you read related to the child you observed. Was there something in this chapter that needed to be adapted to meet this child's particular and perhaps unique needs? Start with a description of the kinds of challenges you saw the child facing.
- Observe an infant-toddler program that uses a primary caregiver system. See if you can discern signs of attachment. Can you tell which children 'belong to' which caregiver? You might keep track of who interacts with whom. Even a rough tally may be revealing. If possible, discuss with a staff member how the primary caregiving system works.
- Observe in an infant-toddler care and education setting and watch for the ways in which infants and toddlers communicate their needs. Make a list of the various verbal and nonverbal communications you observe.
- Observe in an infant-toddler care setting and notice the extent to which adults promote self-help skills. Write down some observations of self-help skills and discuss with a staff member what the program's philosophy or policy is regarding self-help skills. Ask whether the staff member agrees with it.
- Observe time children's attention spans (sustained focus). How long was the longest one? What was the average? What were children occupied with when their attention span was the longest?
- Look for examples of selective intervention on the part of caregivers. Describe the incident and how the caregiver intervened. Would you have done the same?
- Observe the number of times an adult interrupts children at play. What happened? Was every interruption necessary?
- Observe in a program with children under three years of age during a 'free play' period. Look for examples of sustained, involved social or pretend play.
- Observe a child engaged in a self-chosen task. Describe what he or she is doing and why. What might the child's goals and objectives be?
- Observe in an infant-toddler setting for the kinds of interactions that build attachment.
- Observe in an infant-toddler setting or a program for children with special needs, and look for incidences of synchronous interactions. Have them write a *running-record observation* of one such interaction.
- Observe in a program where there are infants and toddlers with the ability to crawl or walk around. The student can make a map of that environment and then choose a child and draw the path he or she takes during a particular time period. To make the mapping more interesting, have the students note

when the child picks up an object and when he puts it down. They can also note interactions with other children and with adults.

- Observe infant-toddler center and notice the images on the walls and in books that the children see. Do these images represent the children and their families? Do they represent who is in the community? Do they represent who is in the society? Are there stereotypical images the children are seeing? Do the books represent equal numbers of boys and girls? (Even animal characters have gender; are there more males than females?)
- Observe children in the crawling stage and observe for body image. Compare which ones have a firm sense of their bodies in space and which ones are less certain in their movements.
- Observe in an infant-toddler setting for differential treatment of boys and girls. Are all children treated alike? Are all children treated as individuals? Is there a difference in the behaviors of a particular caregiver toward boys and girls? Are there any signs of caregivers trying to expand gender roles that are already evident at a young age?

Observation for Infant/Toddler

Name of Teacher Candidate:

Date Observation occurred:

Length of Time:

Setting:

Overall classroom notes:

Specific Notes to your observation:

Brief Reflection:



574 NEW LONDON TURNPIKE • NORWICH, CT 06360 • 860-886-0177

To whom it may concern,

This letter is to notify you that _____ is a student enrolled at Three Rivers Community College. As part of their course work they are required to observe children between the age(s) of infants through eight years of age.

Thank you for allowing the student into your center and classroom. The learning process is more meaningful when observed and applied to actual children in a multitude of environments. This observation may be a one-time experience or require a few visits that may include different age groups. This observation may have specific requirements that they can share with you but it is observation only and used for application and reflection purposes. The student is to respect the environment they are in and adhere to your requirements.

Confidentiality is discussed in class and will be ensured as part of their course work.

If you have any questions or concerns please feel free to contact me directly. I can be reached by email, hbassett@trcc.comnet.edu or phone (860)334-1693. Again, thank you for providing this learning opportunity.

Heather Bassett MS
Adjunct Professor
Early Childhood Education

